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IDENTIFIERS	*Food Production

ABSTRACT

This instructor's guide is designed to accompany a set of 52 competency-based modules dealing with food management, production, and service. It is part of an instructional package that is intended to be taught in secondary and postsecondary vocational programs in Tennessee. Following a brief outline of the development of the curriculum, the development of the guide is discussed. Included in ths guide are an introduction to the teacher, directions for using the teacher modules, a learning hierarchy, a description of format of the teacher modules, module format examples, a note on competency-based instruction, a course map for a basic level course, a course map for an advanced level course, a master competency statement list, and a master task list. A list of references for the Food Service Curriculum Project, that appeared originally after module 52, has been relocated to a more appropriate site at the back of this document. (MN)

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ED229520

Food Service Worker

A Competency Based Instructor's Guide
including Student Modules
for
Food Management, Production and Services

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State of Tennessee
Department of Education
Division of Vocational Technical Education

in cooperation with

Home Economics Education
Department of Vocational Technical Education
College of Education
University of Tennessee, Knoxville

June 1981

CE034702

Development of the Guide

This comprehensive curriculum guide is the product of a contract between the Tennessee State Department, Division of Vocational Education and the Department of Vocational Technical Education of the University of Tennessee, Knoxville. The purpose of the award was to develop instructional materials for an articulated program of Food Management, Production and Services. Almost all of the food service teachers within the state were involved in the project in one aspect or another. The project began September 1979 and ended June 1981. The persons listed on subsequent pages developed and field tested the curriculum. The project staff would like to acknowledge the help and assistance to the many individuals who gave of their time and effort toward this project.

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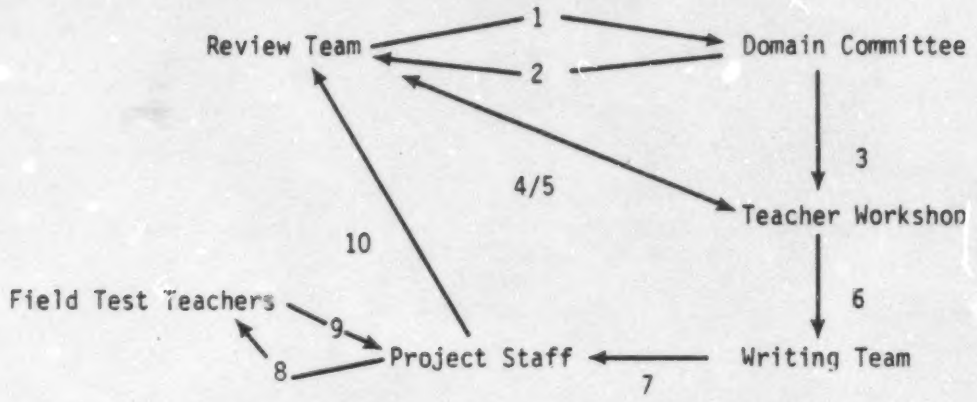
CURRICULUM DEVELOPMENT MODEL



I. Review Team - monitored, reviewed and approved the plans, competencies, tasks and progress of the project - composed of individuals representing various factions of business, industry and education.

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II. Domain Committee - conducted a State-of-the-art survey, developed a job structure for the occupational area of food services (from lowest to highest job titles) and identified competencies needed for initial employment as well as for tasks for various job descriptions. Although not presented in the final document, this matrix of jobs and tasks was the basis for making decisions about the competencies and tasks included in the curriculum.

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III. Workshop Teachers - food service teachers met for a two day workshop to provide input regarding the development of curriculum materials and to verify the task lists compiled by the Domain Committee. This group also made initial decisions on the level of the tasks, which later was verified/revised by the Review Team.

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IV. Writing Team - ten food service teachers who met together for a week of training, received writing assignments and spent much of the summer of 1980 writing modules. They returned to meet together and with the Review Team about mid-way in the writing period.

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V. Field Test Teachers - a total of fifty-nine classroom teachers and their food service students used the materials, and submitted detailed evaluations of each module for purposes of revisions.

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VI. Special Acknowledgements - For permission to use the task list developed by the state of Minnesota based upon research in industry.

Statewide Curriculum Articulation Center for Vocational Education
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#7 - Exhibit Maturity	
#8 - Exhibit personal grooming/well-being	
#9 - Develop Job Procurement Skills	
#10 - Create a Safe Environment	
#11 - Follow Fire Safety Procedures	

#12 - Apply Personal First Aid

#13 - Identify Food Handling Techniques

#14 - Clean and Sanitize Work/Storage Areas and Equipment

#15 - Practice Housekeeping Procedures

#16 - Use and Clean Large/Small Equipment

#17 - Use and Clean Utensils and Tools

#18 - Cut With and Maintain Hand Cutlery

#19 - Prepare Beverages

#20 - Parepare Breakfast Items

#21 - Prepare Grain Products

#22 - Prepare Sandwiches

#23 - Prepare Vegetables

#24 - Prepare Fruits

#25 - Prepare Salads

#26 - Prepare Salad Dressings

#27 - Prepare Cuts of Meat, Poultry, Fish, Shellfish, Variety Meats and Prefabricated Meats

#28 - Prepare Stock

#29 - Prepare Soups

#30 - Prepare Sauces

#31 - Prepare Garnishes

#32 - Prepare Appetizers

#33 - Prepare Cakes

#34 - Prepare Cookies

#35 - Prepare Quickbreads

#36 - Prepare Pies

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#44 - Perform Sidework

#45 - Perform Table Cleaning/Clearing Duties

#46 - Serve Patients/Clients/Patrons

#47 - Train and Motivate Employees

#48 - Plan Finances of Operation

#49 - Plan and Design Menus

#50 - Conduct Labor Cost Control Procedures

#51 - Conduct Food and Beverage Cost Control Procedures

#52 - Direct Personnel Management Duties

References (R)

x

Introduction to the Teacher

This is a set of fifty-two competency based modules (units of instruction) developed in the State of Tennessee for use in the vocational program of Food Management, Production and Service. The job related competencies and tasks were adapted from the industry research completed by Minnesota. Acknowledgement for the research and permission for its use in this project is given to: Statewide Curriculum Articulation Center for Vocational Education, Frost Avenue and Manton Street, Maplewood, Minnesota 55109.

These materials were developed for use in secondary and postsecondary programs and in most instances a two-year course of study. Most modules were written for a competency statement and specified job tasks but some modules are to provide students with related necessary skills and information which do not imerge as job skills. Each competency statement contains several tasks which are done on the job. Those tasks included within the modules are the ones agreed upon by the food service teachers and project review team. Tasks were further identified by level to aid the teacher in guiding student instruction. The task level designation and the meaning is as follows:

"Basic" - tasks which are basic to the food service industry and should be taught to all students.

"Special" - tasks which are not essential for all students, but for those students who have a particular interest or talent in this area. Does not necessarily mean advanced students.

"Advanced" - tasks which are for students who are advanced in their training or ability. Some of these require previous talents, others are managerial in nature.

These designated levels should provide guidance to the teacher in choosing learning experiences, content and competencies for the individual students. Some modules contain tasks which are all on the same level, other modules contain more than one level. In modules containing a basic task and others, it is to be assumed that the basic task is a pre-requisite to the others. Teachers should select modules and tasks according to the students and the boundaries of the program. It is not meant that all programs be identical to one another but rather that all programs reflect the competencies necessary for successful performance on the job.

The modules are written to be self-contained. However, the content is minimal and the teacher is encouraged to supplement with adddtional readings, activities, etc. according to the interests and abilities of the student. The module can be used with one student individually. If group instruction is preferred, suggestions are made to facilitate that end. The entire module is called the teacher's module but it also contains the student's module within. The student module is composed of the pages marked "S" at the

bottom. Simply remove the "S" pages, duplicate them and assemble for a student module. Duplicate as many as you need. It is suggested that you duplicate the cover for each module. For individual student instruction, you would not need a class set, but duplicate the "consumable" pages in quantity and instruct students not to write in the module itself.

A cognitive pre-test and post-test has been developed for each module. Modules also require a performance "final checkout." which corresponds to the specific student performance at the beginning of the module. These evaluations are not in the student module. The answers to worksheets and tests are included at the end of each module. Additional aids and resources to the teacher are sometimes included. Teachers may use the worksheets and tests to supplement a "grading" system as necessary.

Upon completion of the module and post-test, the student is ready for the teacher to administer the final checkout activity. Students not meeting the specified criteria for the performance will need to have further learning experiences planned by the teacher. The teacher may choose in some instances, to administer the final checkout performance sometime other than immediately upon completion of the module. This is particularly true of competencies requiring a long period of time to develop, such as self development, or multiple food preparation tasks, such as meats.

The Student Profile Sheet is a total list of the tasks in this curriculum. One is to be kept as a record for each student with the date of the performance evaluation and degree of mastery recorded. At intervals during the course, the instructor needs to re-evaluate the performance of the student. The profile sheet can communicate to potential employees what kinds of tasks the student has mastered.

HOW TO USE THE MODULES

1. Orient your own thinking to that of being a "manager of instruction."

2. Read and study the introduction and directions to the entire guide.

3. Read and study a module.

4. Take the time to "walk students through a module, explaining each portion. Initially work with the entire class, after that you may review with each student prior to beginning a module.

5. Remove pages marked "S"; duplicate the quantity desired. Assemble module.

6. Remove pages marked "consumable" and reproduce in sufficient quantity for your students. Instruct them not to write in the module but to use the consumable sheets.

7. Establish a central file for modules. Instruct students concerning your record keeping system and filing method for the modules. Organize a system for storing modules, consumable pages, tests, keys, and individual student files.

8. Begin a Student Profile Sheet for each student; explain to the students how it is to be used.

9. Follow process sheet in module for individual or group; or else alter the suggested procedure. Make available to students additional references and materials as needed. Establish learning centers if desired.

LEARNING HIERARCHY

The learning theory and instructional design upon which this curriculum was developed is based upon the work of Dr. Robert Gagne and Dr. Leslie Briggs. (For more information refer to Principals of Instructional Design, 2nd Edition by Robert Gagne and Leslie Briggs, 1979. Holt, Rinehart and Winston.)

The objectives in this guide have been written to reflect student performance by relation to the type of learning required to meet the objective. The objectives describe the kind of human capability that is to be inferred from the performance of the student. Two types of objectives are used and are defined as follows:

Performance Objectives: The specific outcome that is expected is stated - what the student can do as a result of the instruction. This is most generally what is measured. The objective communicates to others what is to be observed. It is then possible to measure whether or not the purpose of the lesson has been accomplished.

Enabling Objectives: All of the behaviors required to perform the specific outcome. These objectives support the learning of the performance objectives either because they are essential prerequisite skills or because they facilitate such learning.

The outcome of learning can be categorized into five human capabilities: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes. One of these five human capabilities is that of intellectual skills. These intellectual skills are of five types or levels arranged in an hierarchy from high to low. Each level builds upon the one(s) below it. Arranging intellectual skill objectives into a hierarchy shows the prerequisite relationships and gives the teacher a map for instruction. To arrange the objective hierarchy, begin with the performance objective and work backwards to analyze the skills to be learned. Looking at the performance objective, the question must be asked "what would the learner have to know or be able to do in order to learn this skill?" In order to communicate the inferred human capability and to clarify the instructional intent, only a few verbs were used. Each very indicated the type of learning, thus:

"States"	The student has the verbal information. It can be stated verbally or in writing.
"Identifies"	The student can recognize a concrete object as a member of a certain class by pointing to, naming, labeling, circling, etc.
"Classifies"	The student can classify examples of a class of objects by using a definition, not the properties observable.
"Demonstrates"	The student can follow a rule over and over.

(0) T.4

"Generates"	The student can generate a solution to a problem, an analysis, an evaluation, etc. It is a more complex mental capability than demonstrating a rule.
"Chooses"	The student has a certain attitude toward something.

Capabilities such as motor skills and attitudes are not necessarily part of the learning hierarchy as such but may, in fact, be indicated where appropriate on the chart of objectives.

Verbs Denoting The Learned Capability		
Capability	Capability Verb	Description
If you want the student to indicate:	Use this word:	To describe when learner can:
A. *Intellectual Skills*		
1. Discrimination	Discriminates	Distinguish items which differ in one or more physical dimensions. Sort according to same or different. (Most common in early childhood education).
2. Concept		
a. Concrete Concept	Identifies	Recognize a concerte object. Identify an item as a member of a class having some characteristic in common. (points to names, labels, chooses, circles).
b. Defined	Classifies	Demonstrate the "meaning" of some particular class of objects, events or relations. Classify according to definition, not properties that are observed.
3. Rule	Demonstrates	Show that behavior is governed by following a rule. Demonstrate the rule over and over. (May or may not be able to state the rule.)
4. Problem Solving	Generates	Invent and use solutions to problems. Recall relevant rules and information when confronted with new problem situation.
B. *Cognitive Strategy*	Generates	Manage his own thinking behavior. Use an internally organized skill to select and guide the internal processes involved in defining and solving novel problems.
C. *Verbal Information*	States	Repeat the information delivered to ears or eyes. Learn labels names, facts, and organized information. (Written or oral).
D. *Motor Skills*	Executes	Perform action of bodily movement involving muscular activity.
E. *Attitudes*	Chooses	Indicate the choice of a class of personal actions. (showing positive-to-negative tendencies toward some objects, events, or persons).

Adapted from: Principals of Instructional Design, 2nd Edition by Robert Gagne and Leslie Briggs, 1979. Holt, Rinehart and Winston.)

(0) T.6

FORMAT FOR TEACHER MODULE

*I. Cover Page

A. Module name
B. Competency area
C. Competency statement
D. Tasks . . .Level
E. Specific Student Performance
F. Pre-requisite modules

II. Learning Hierarchy

A. Specific Student Performance
B. Performance objectives
C. Enabling objectives

III. Process Sheet(s)

A. Individual
B. Group
C. Alternatives - Enrichment
   1. Readings
   2. Audio-visual Aids
   3. Activities

IV. Pre-test, optional

V. Student Guide Sheet

A. Directions to students
B. Steps to complete module
C. Vocabulary

VI. Information Sheet(s)

VII. Work sheet(s)

VIII. Post-test

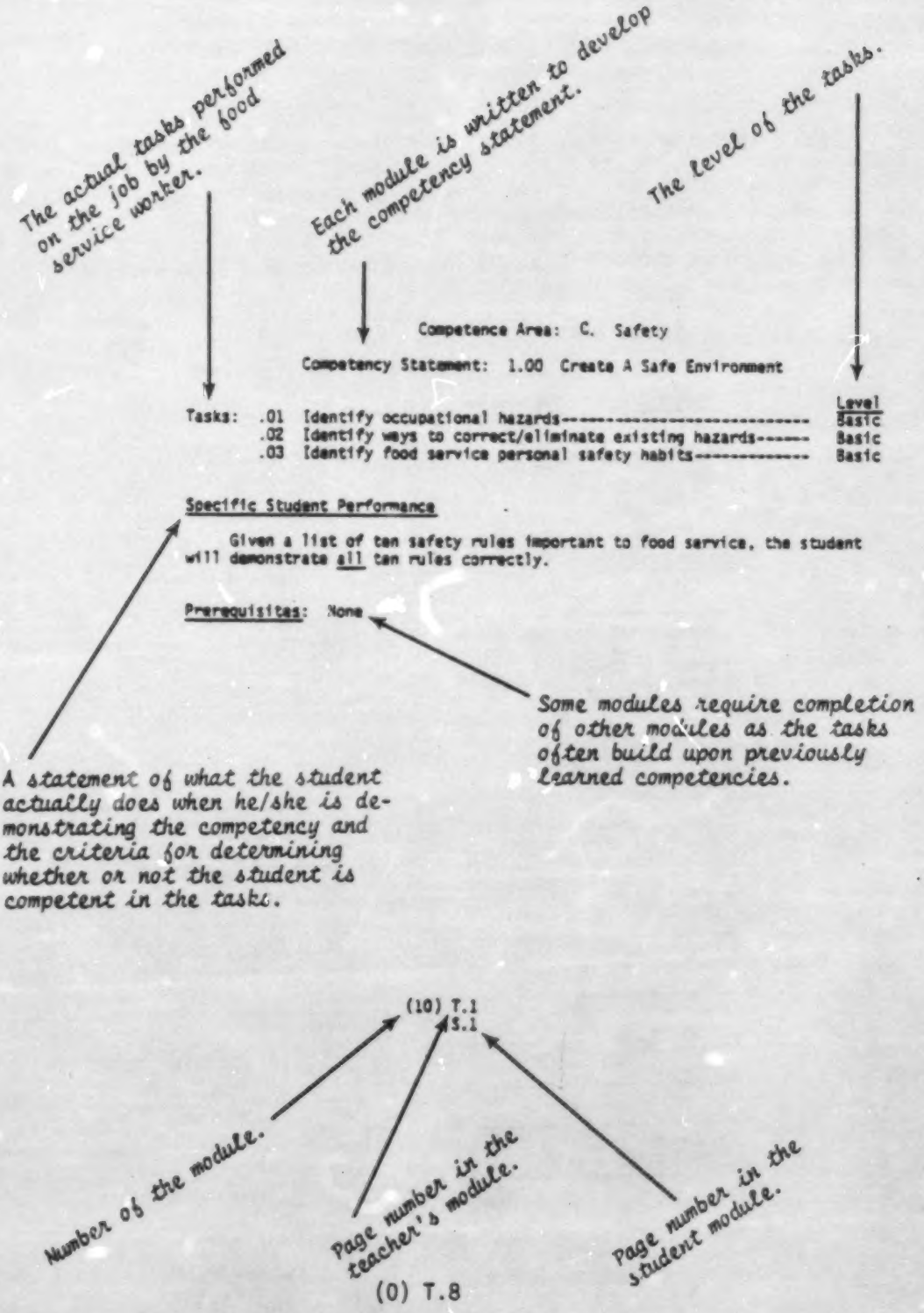
IX. Final checkout performance evaluation

X. Worksheet and Evaluation Key

XI. Resource Items

*Student module format

MODULE FORMAT EXAMPLES


The actual tasks performed on the job by the food service worker.
Each module is written to develop the competency statement.
The level of the tasks.
Competence Area: C. Safety
Competency Statement: 1.00 Create A Safe Environment
Tasks: .01 Identify occupational hazards---------- Level Basic
.02 Identify ways to correct/eliminate existing hazards------ Basic
.03 Identify food service personal safety habits---------- Basic
Specific Student Performance
Given a list of ten safety rules important to food service, the student will demonstrate all ten rules correctly.
Prerequisites: None
A statement of what the student actually does when he/she is demonstrating the competency and the criteria for determining whether or not the student is competent in the tasks.
Some modules require completion of other modules as the tasks often build upon previously learned competencies.
(10) T.1
S.1
Number of the module.
Page number in the teacher's module.
Page number in the student module.
(0) T.8

The learning hierarchy is a depiction of the enabling competencies required in order to perform the specific student performance. The learning begins at the bottom and preceeds upward following the arrows. The hierarchy should help the teacher identify areas that need "re-teaching" for those students not mastering the final evaluation and should guide both teacher and student throughout the learning. Only a few verbs have been used, and they each indicate a definite human capability.

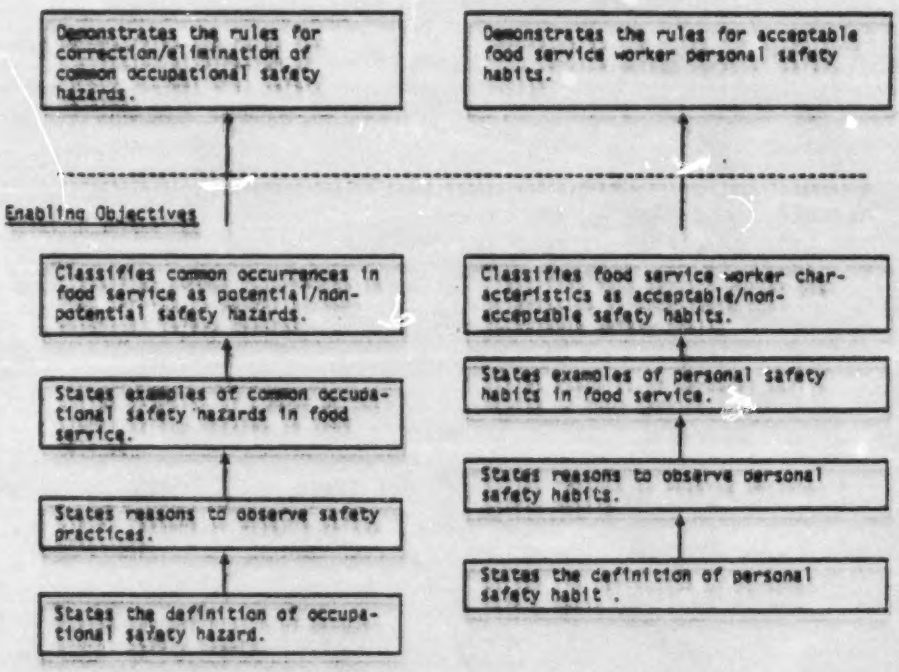
OBJECTIVES

LEARNING HIERARCHY

Specific Student Performance

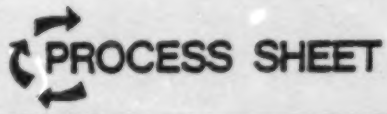
Given a list of ten safety rules important to food service, the student will demonstrate all ten rules correctly.

Performance Objectives


Demonstrates the rules for correction/elimination of common occupational safety hazards.
Demonstrates the rules for acceptable food service worker personal safety habits.
Enabling Objectives
Classifies common occurrences in food service as potential/non-potential safety hazards.
States examples of common occupational safety hazards in food service.
States reasons to observe safety practices.
States the definition of occupational safety hazard.
Classifies food service worker characteristics as acceptable/non-acceptable safety habits.
States examples of personal safety habits in food service.
States reasons to observe personal safety habits.
States the definition of personal safety habit .

(0) T.9

Suggested procedures for using the module as a self-contained unit of instruction for one student.



Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete worksheet #1. Consumable.
6. Complete worksheet #2. Consumable.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concept, use worksheet #1 as a transparency. The group points out safety hazards.
2. Discuss objectives and vocabulary words with group.
3. Divide class into small groups. Assign each group a category of hazards (burns, cuts, etc.). Have students consult resources and brainstorm causes and prevention in that category. Report to large group for further discussion.
4. Direct each student to complete worksheet #1. Collect and evaluate.
5. Direct each student to complete worksheet #2. Discuss as a class.
6. Direct students to complete post-test. Collect and evaluate.
7. Direct students, when ready, to request final checkout performance evaluation.

NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Exploring Professional Cooking, 1980 edition.
b. Food Service Careers, 1979 edition.
c. Preparing For A Home Economics Career, 1979 edition.

II. Audio-Visual Aids

a. Filmstrips - Kitchen Safety: Preventing Burns
- Kitchen Safety: Preventing Fires
(From National Educational Media Inc., Chicago: NRA)

Suggested procedures for group instructions.

Suggested procedures for altering or enriching either the individual or group procedure. Teachers should feel free to add their own suggestions.

(0) T.10

The final checkout performance evaluation - It is not part of the student module and is completed by the teacher when the student is ready to demonstrate the mastery of the competence. If the performance is acceptable, the task may be checked off on the Student Profile Sheet.

FINAL CHECKOUT PERFORMANCE EVALUATION

Safe Environment

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. use knives properly when cutting.			
2. wash knives correctly.			
3. remove lids from pots to avoid steam burns.			
4. keep handles of cooking utensils turned safely.			
5. correctly load and stack trays.			
6. carry hot pans with appropriate pot holders.			
7. remove can lids safely.			
8. lift heavy objects properly.			
9. wear proper, safe clothing.			
10. remove electrical plugs correctly.			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

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A Note On Competency - Based Instruction

Competency - The ability, including knowledge, skills and/or attitudes, to perform a specific task successfully to meet a specified performance standard.

By definition, competency based education refers to programs in which the required behavior (competency) and the performance standards are specified in advance of the instruction. The basic purpose of competency based education is to help students achieve the required competencies needed for successful on-the-job performance.

Some aspects of a competency based program are:

1. Programs througout the system and state are more uniform when students are working toward pre-determined competencies.

2. The course content is based upon the actual worker's tasks.

3. Subject matter content is put into terms of performance competencies.

4. The student knows from the beginning what is expected of him and the performance which he must demonstrate.

5. Students are pre-tested and given credit for what they already know.

6. Specific student performance objectives describe what the learner should know or be able to do. They are expressed in terms of learner activity that can be measured and observed.

7. Students proceed at their own rate, using a variety of instructional methods.

8. Instruction is individualized according to student learning styles, interests of student, and needs of student. Student modules and learning centers can be used.

9. Students are encouraged to accept more of the responsibility for their own learning, time management, and decision-making.

10. Teachers become facilitators of learning, leaders, organizers and managers of classroom activities.

11. Record keeping is a significant part of the teacher's managerial responsibilities.

12. Criterion-referenced measurement instruments are used for assessing performance tasks.

13. Evaluation of student performance is based upon demonstrated ability to perform the specific student performance.

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14. Student progress is evaluated frequently and objectively.

15. Students are not evaluated in comparison with one another, but according to their individual performance.

16. Students who fail to demonstrate competence are given reinforcement activities and allowed to repeat the performance until the competency has been satisfactorily demonstrated.

17. The student's rate of progress is determined by demonstrated competency, rather than by time or completion of a course.

18. When students complete a program, evidence of the demonstrated competencies (Student Profile Chart) should accompany the student or be available for potential employees.

Course Map
(Suggested Module Sequence)

I. BASIC LEVEL

PREREQUISITE SKILLS

Module #	Module Name
#1	Evaluate Job Opportunities
#5	Display Evidcence of Self Development
#6	Demonstrate Communication Skills
#7	Exhibit Maturity
#8	Exhibit Personal Grooming/Well Being
#9*	Develop Job Procurement Skills
#10	Create A Safe Environment
#11	Follow Fire Safety Procedures
#12	Apply Personal First Aid
#13	Identify Food Handling Techniques
#14	Clean and Sanitize. . .
#15*	Practice Housekeeping Procedures
#16	Use and Clean Large/Small Equipment
#17	Use and Clean Utensils and Tools
#18*	Cut With and Maintain Hand Cutlery
#2	Perform Basic Math Skills
#3	Read and Convert Recipes
#4	Simplify Work

Optional Sequencing

SERVICE

#42*	Arrange Dining Area for Service
#43	Serve Guests
#44	Perform Table Cleaning/ Clearing Duties

MANAGEMENT

#49*	Plan and Design Menus
#51*	Conduct Food and Beverage Cost Control Procedures

Review or Reinforce any of the Pre-requisite skills as needed including #9*: Develop Job Procurement Skills

FOOD PREPARATION

#19	Beverages
#22	Sandwiches
#21*	Grain Products
#25	Salads
#26*	Salad Dressings
#24	Fruits
#20*	Breakfast Items
#35	Quickbreads
#27*	Meats
#23	Vegetables
#34*	Cookies
#31	Garnishes
#29*	Soups
#33*	Cakes
#37	Icings
#40*	Yeast-Raised Products
#36*	Pies

*Portions of the Module

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II. ADVANCED LEVEL (INCLUDING SPECIAL TASKS)

PREREQUISITE SKILLS

Review any of the modules as needed plus:

#9*	Develop Job Procurement Skills
#15*	Practice Housekeeping Procedures
#18*	Cut With and Maintain Hand Cutlery

SERVICE

#42*	Arrange Dining Area for Service
#46	Serve Patients

Optional Sequencing

MANAGEMENT

#47	Train and Motivate Employees
#48	Plan Finances of Operation
#49*	Plan and Design Menus
#50	Conduct Labor Cost Control Procedures
#51*	Conduct Food and Beverage Cost Control Procedures
#52	Direct Personnel Management Duties

*Portions of the Module

FOOD PREPARATION

#21*	Grain Products
#26*	Salad Dressings
#20*	Breakfast Items
#27*	Meats. . .
#34*	Cookies
#29*	Soups
#28	Stock
#33*	Cakes
#37	Icings
#40	Yeast-Raised Products
#36*	Pies
#30	Sauces
#32	Appetizers
#38	Specialty Cakes
#41	Cream Puff. . .
#39	Specialty Desserts

MASTER COMPETENCY STATEMENT LIST

A. Basic Skills
   Module #1 - Evaluate job opportunities
   Module #2 - Perform basic math skills
   Module #3 - Read and convert recipes
   Module #4 - Simplify work

B. Human Relations/Personal Development
   Module #5 - Display evidence of self development
   Module #6 - Demonstrate communication skills
   Module #7 - Exhibit maturity
   Module #8 - Exhibit personal grooming/well-being
   Module #9 - Develop job procurement skills

C. Safety
   Module #10 - Create a safe environment
   Module #11 - Follow fire safety procedures
   Module #12 - Apply personal first aid

D. Sanitation
   Module #13 - Identify food handling techniques
   Module #14 - Clean and sanitize work/storage areas and equipment
   Module #15 - Practice housekeeping procedures

E. Large/Small Equipment, Utensils and Tools
   Module #16 - Use and clean large/small equipment
   Module #17 - Use and clean utensils and tools
   Module #18 - Cut with and maintain hand cutlery

F. Food Preparation
   Module #19 - Prepare beverages
   Module #20 - Prepare breakfast items
   Module #21 - Prepare grain products
   Module #22 - Prepare sandwiches
   Module #23 - Prepare vegetables
   Module #24 - Prepare fruits
   Module #25 - Prepare salads
   Module #26 - Prepare salad dressings
   Module #27 - Prepare cuts of meat, poultry, fish, shellfish, variety meats and prefabricated meats
   Module #28 - Prepare stock
   Module #29 - Prepare soups
   Module #30 - Prepare sauces
   Module #31 - Prepare garnishes
   Module #32 - Prepare appetizers
   Module #33 - Prepare cakes
   Module #34 - Prepare cookies
   Module #35 - Prepare quickbreads
   Module #36 - Prepare pies
   Module #37 - Prepare and apply icings and toppings
   Module #38 - Prepare specialty cakes

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Module #39 - Prepare specialty desserts
Module #40 - Prepare yeast-raised products
Module #41 - Prepare cream puff and puff paste products

G. Service and Dining Room Activities
Module #42 - Arrange dining area for service
Module #43 - Serve guests
Module #44 - Perform sidework
Module #45 - Perform table cleaning/clearing duties
Module #46 - Serve patients/clients/patrons

H. Management
Module #47 - Train and motivate employees
Module #48 - Plan finances of operation
Module #49 - Plan and design menus
Module #50 - Conduct labor cost control procedures
Module #51 - Conduct food and beverage cost control procedures
Module #52 - Direct personnel management duties

MASTER TASK LIST

FOOD MANAGEMENT, PRODUCTION AND SERVICES

A. Basic Skills		Task Level
1.00	Evaluate Job Opportunities (Module #1)	
.01	Identify types of food service operations-----	Basic
.02	Identify food service job titles, duties and requirements----------	Basic
.03	Identify future trends in food service--------	Basic
2.00	Perform Basic Math Skills (Module #2)	
.01	Perform arithmetic operations----------	Basic
.02	Perform fractional operations----------	Basic
.03	Perform decimal operations----------	Basic
.04	Convert percentages----------	Basic
.05	Make change----------	Basic
3.00	Read And Convert Recipes (Module #3)	
.01	Explain and use common recipe terms and abbreviations----------	Basic
.02	Read and follow standardized recipe directions----------	Basic
.03	Use accurate weighing and measuring techniques	Basic
.04	Use appropriate equipment and utensils for weighing and measuring----------	Basic
.05	Increase and decrease recipe ingredients------	Basic
4.00	Simplify Work (Module #4)	
.01	Make rhythmic and smooth flowing motions------	Basic
.02	Make both hands productive at the same time---	Basic
.03	Make hand and body motions few, short, and simple----------	Basic
.04	Maintain comfortable and productive working positions and conditions----------	Basic
.05	Locate activity in normal work area----------	Basic
.06	Locate materials for efficient sequence of motions----------	Basic
.07	Use the best available equipment for the job--	Basic
B. Human Relations/Personal Development		
1.00	Display Evidence Of Self Development (Module #5)	
.01	Identify personal strengths and weaknesses----	Basic
.02	Identify personal values and goals----------	Basic

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		Task Level
.03	Display a realistic self image	Basic
.04	Displayan ethical/moral character	Basic
.05	Identify personal goals	Basic
.06	Develop a strategy(s) for goal attainment	Basic
.07	Demonstrate goal attainment (achievement)	Basic
.08	Demonstrate social etiquette	Basic
.09	Handle stressful situations	Basic
2.00	Demonstrate Communication Skills (Module #6)	
.01	Convey verbal messages	Basic
.02	Listen to and receive messages	Basic
.03	Communicate with body language	Basic
.04	Write communications	Basic
3.00	Exhibit Maturity (Module #7)	
.01	Contribute to a team effort	Basic
.02	Acknowledge feelings and property of others	Basic
.03	Relate to the public	Basic
.04	Manage time	Basic
4.00	Exhibit Personal Grooming/Well-Being (Module #8)	
.01	Maintain physical fitness	Basic
.02	Demonstrate body poise	Basic
.03	Select and wear clothing (jewelry) applicable to your job	Basic
.04	Demonstrate personal hygiene	Basic
5.00	Develop Job Procurement Skills (Module #9)	
.01	Identify job opporunities	Basic
.02	Prepare resumes	Basic
.03	Prepare letters of application	Basic
.04	Research job opportunities	Basic
.05	Prepare for the interview	Basic
.06	Participate in job interviews	Basic
.07	Conduct job interview follow-up	Basic
.08	Maintain awareness of job progression and opportunities	Advanced
.09	Maintain awareness of current technological advances	Advanced
.10	Maintain familiarity with personnel policies	Advanced

C. Safety

1.00	Create A Safe Environment (Module #10)	
.01	Identify occupational hazards	Basic

		Task Level
.02	Identify ways to correct/eliminate existing hazards	Basic
.03	Identify food service personal safety habits	Basic
2.00	Follow Fire Safety Procedures (Module #11)	
.01	Classify types of fires	Basic
.02	Extinguish fires	Basic
.03	Report fires	Basic
3.00	Apply Personal First Aid (Module #12)	
.01	Apply first aid for minor cuts	Basic
.02	Apply first aid for minor burns	Basic
.03	Apply first aid for foreign objects in eyes	Basic
.04	Locate and identify contents of first aid kit	Basic

D. Sanitation

1.00	Identify Food Handling Techniques (Module #13)	
.01	Identify food preparation techniques which prevent food contamination	Basic
.02	Identify food holding techniques which prevent food contamination	Basic
.03	Identify food storage techniques which prevent food contamination	Basic
.04	Identify food serving techniques which prevent food contamination	Basic
.05	Identify standards of personal hygiene	Basic
2.00	Clean And Sanitize Work And Storage Areas, Small Food Preparation And Serving Equipment (Module #14)	
.01	Clean and sanitize kitchen work counters	Basic
.02	Clean and sanitize dry food storage cabinets	Basic
.03	Clean and sanitize refrigerated and freezer storage	Basic
.04	Clean and sanitize food display cases	Basic
.05	Clean and sanitize service area side stations	Basic
.06	Clean and sanitize walls in work stations	Basic
.07	Clean and sanitize conveyor and/or tray service area	Basic
.08	Clean and sanitize food holding and serving equipment	Basic
.09	Clean and sanitize transport equipment	Basic
.10	Clean and sanitize hoods and vents	Basic
.11	Clean and sanitize glassware, dinnerware, flatware	Basic

		Task Level
.12	Clean and sanitize condiment dispensers-------	Basic
.13	Clean and sanitize preparation, cooking and baking utensils----------	Basic
.14	Clean and sanitize ice machine----------	Basic
.15	Clean and sanitize can opener----------	Basic

3.00 Practice Housekeeping Procedures (Module #15)

.01	Clean and sanitize windows----------	Basic
.02	Clean and sanitize woodwork----------	Basic
.03	Clean and sanitize tables/chairs/booths-------	Basic
.04	Clean employee break area----------	Basic
.05	Clean and sanitize restrooms----------	Basic
.06	Care for floors----------	Basic
	a. sweep/vacuum floors	
	b. mop floors	
	c. wax floors	
.07	Pick up trash/debris from grounds----------	Basic
.08	Collect trash/garbage from work stations------	Basic
.09	Dispose of trash/garbage in dumpsters, bins or compactors----------	Basic
.10	Clean, sanitize and line trash/garbage containers----------	Basic
.11	Clean and sanitize dish machine----------	Basic
.12	Clean and sanitize 3 compartment sink---------	Basic
.13	Remove stains (laundry)----------	Special

E. Large/Small Equipment, Utensils And Tools

1.00 Use And Clean Large/Small Equipment (Module #16)

.01	Identify various types of equipment----------	Basic
.02	Use and clean equipment----------	Basic

2.00 Use And Clean Utensils And Tools (Module #17)

.01	Identify various types of utensils and tools--	Basic
.02	Use and clean utensils and tools----------	Basic

3.00 Cut With And Maintain Hand Cutlery (Module #18)

.01	Use hand cutlery----------	Basic
.02	Sharpen and steel knives----------	Special

F. Food Preparation

1.00 Prepare beverages (Module #19)

.01	Brew coffee----------	Basic

		Task Level
.02	Prepare tea	Basic
.03	Prepare hot cocoa	Basic
.04	Prepare and portion fruit beverages	Basic
.05	Portion soft drinks	Basic
2.00	Prepare Breakfast Items (Module #20)	
.01	Prepare eggs for breakfast a. cooked in shell b. fried c. poached d. baked e. scrambled f. omelet	Special
.02	Prepare breakfast quickbreads a. waffles b. pancakes c. french toast	Special
3.00	Prepare Grain Products (Module #21)	
.01	Prepare hot breakfast cereals a. oatmeal b. cream of wheat c. grits d. rice	Basic
.02	Prepare bread dressing	Special
.03	Prepare pasta	Special
4.00	Prepare Sandwiches (Module #22)	
.01	Prepare cold sandwiches a. plain b. moist	Basic
.02	Prepare hot sandwiches a. grilled/toasted b. containing sauce/gravy	Basic
5.00	Prepare Vegetables (Module #23)	
.01	Prepare vegetables by a. steaming/boiling b. baking c. broiling/grilling d. frying e. marinating f. reconstituting dehydrated	Basic
6.00	Prepare Fruits (Module #24)	
.01	Prepare fresh fruit	Basic

		Task Level
.02	Prepare fruits by cooking/baking----------	Basic
7.00	Prepare Salads (Module #25)	
.01	Prepare fruit salads----------	Basic
.02	Prepare vegetable salads----------	Basic
.03	Prepare gelatin salads----------	Basic
.04	Prepare leafy green salads----------	Basic
.05	Prepare meat/cheese salads----------	Basic
.06	Prepare seafood salads----------	Basic
8.00	Prepare Salad Dressings (Module #26)	
.01	Prepare oil and vinegar dressings----------	Special
.02	Prepare mayonnaise dressings----------	Special
.03	Prepare diet salad dressings----------	Special
.04	Prepare dressings for fruit salads----------	Special
.05	Prepare dehydrated dressings for salads---------	Special
9.00	Prepare Cuts of meats, poultry, fish, shellfish, variety meats,and fabricated Meats (Module #27)	
.01	Grill meats----------	Basic
	a. hamburgers	
	b. breakfast meats	
.02	Deep-fat fry meats----------	Basic
.03	Bread meats----------	Basic
.04	Identify basic cuts of beef and pork----------	Advanced
.05	Roast/bake meats, poultry, fish, and shellfish--	Advanced
.06	Broil meats, poultry, fish, and shellfish-------	Advanced
.07	Barbecue meats, poultry----------	Advanced
.08	Pan fry/saute meats, poultry, fish, and shellfish----------	Advanced
.09	Stew/simmer poultry, and fish products----------	Advanced
.10	Steam/poach fish and shellfish----------	Advanced
.11	Braise meat and poultry----------	Advanced
.12	Process/tenderize meats----------	Advanced
	a. grind	
	b. marinate	
	c. score	
	d. pound	
.13	Cut up poultry----------	Advanced
10.00	Prepare Stock (Module #28)	
.01	Prepare brown/white stock----------	Special
	a. veal	
	b. chicken	
	c. fish	
.02	Prepare vegetable stock----------	Special

		Task Level
11.00	Prepare Soups (Module #29)	
.01	Prepare convenience soups	Basic
	a. canned	
	b. frozen	
	c. dehydrated	
	d. consomme	
.02	Prepare cold soups	Special
	a. thick	
	b. thin	
.03	Prepare thin soups	Advanced
	a. consomme	
.04	Prepare thick soups	Advanced
	a. legume	
	b. vegetable	
	c. chowder	
	d. creamed	
	e. bisque	
12.00	Prepare Sauces (Module #30)	
.01	Prepare lead/mother sauces	Advanced
	a. brown sauces/espagnole	
	b. white sauces/bechmael	
	c. tomato sauce	
	d. veloute sauces	
	e. hollandaise sauce	
13.00	Prepare Garnishes (Module #31)	
.01	Prepare vegetable garnishes	Basic
.02	Prepare fruit garnishes	Basic
.03	Prepare egg garnishes	Basic
14.00	Prepare Appetizers (Module #32)	
.01	Prepare cocktail appetizers	Advanced
.02	Prepare hors d' oeuvres	Advanced
.03	Prepare canapes	Advanced
.04	Prepare relish trays	Advanced
.05	Prepare dips and spreads	Advanced
15.00	Prepare Cakes (Module #33)	
.01	Prepare sponge (foam-type) cakes	Basic
	a. white or yellow	
	b. angel food	
	c. chiffon	
.03	Prepare batter cakes	Basic
	a. white	
	b. yellow	
	c. chocolate	

		Task Level
	d. marble	
	e. spice	
	f. carrot	
	g. German chocolate	
16.00	Prepare Cookies (Module #34)	
.01	Prepare drop cookies	Basic
.02	Prepare bar cookies	Basic
.03	Prepare rolled cookies	Basic
.04	Prepare molded cookies	Basic
.05	Prepare pressed cookies	Basic
.06	Prepare refrigerator cookies	Basic
.07	Prepare bagged out cookies	Special
17.00	Prepare Quickbreads (Module #35)	
.01	Prepare biscuits	Basic
.02	Prepare muffins	Basic
.03	Prepare loaves	Basic
.04	Prepare cornbread	Basic
18.00	Prepare Pies (Module #36)	
.01	Prepare crumb crust	Basic
.02	Prepare baked single-crust	Basic
.03	Prepare baked double-crust	Basic
.04	Prepare fruit filling	Basic
.05	Prepare cream filling	Basic
.06	Prepare custard filling	Basic
.07	Prepare chiffon filling	Advanced
19.00	Prepare And Apply Icings And Toppings (Module #37)	
.01	Prepare butter cream icing/frosting	Basic
.02	Prepare fudge icing/frosting	Basic
.03	Prepare boiled icing/frosting	Basic
.04	Prepare cooked icing/frosting	Basic
.05	Prepare glaze	Basic
.06	Prepare meringue topping	Basic
.07	Prepare whipped cream topping	Basic
20.00	Prepare Specialty Cakes (Module #38)	
.01	Prepare filled cakes	Advanced
	a. fruit	
	b. custard	
	c. cream	
	d. torte	
.02	Prepare ice cream cakes	Advanced

		Task Level
.03	Prepare refrigerator cakes----------	Advanced
.04	Prepare baked alaska----------	Advanced
.05	Prepare decorated cakes----------	Advanced
21.00	Prepare Specialty Desserts (Module #39)	
.01	Prepare pudding----------	Advanced
.02	Prepare custard----------	Advanced
.03	PRepare chiffon----------	Advanced
.04	Prepare mousse----------	Advanced
22.00	Prepare Yeast-Raised Products (Module #40)	
.01	Prepare yeast-raised breads----------	Basic
	a. white	
	b. whole wheat	
	c. rye	
.02	Prepare yeast-raised rolls----------	Basic
.03	Prepare baked yeast-raised sweet-dough products	Basic
	a. rolls	
	b. coffee cakes	
	c. danish	
.04	Prepare fried doughnuts----------	Special
23.00	Prepare Cream Puff And Puff Paste Products (Module #41)	
.01	Prepare baked cream puff products----------	Special
	a. cream puffs	
	b. eclairs	
.02	Prepare puff paste dough products----------	Special
	a. turnovers	
	b. cream horns	
	c. napolean slices	

G. Service And Dining Room Activities

1.00	Arrange Dining Area For Serivce (Module #42)	
.01	Set tables for American service----------	Basic
	a. breakfast	
	b. lunch	
	c. dinner	
.02	Place settings for counter service----------	Basic
.03	Set tables for cafeteria service----------	Basic
.04	Set tables for banquet service----------	Basic
.05	Set tables for buffet service----------	Basic
.06	Set tables for French service----------	Advanced
.07	Set tables for Russian service----------	Advanced

		Task Level
2.00	Serve Guests (Module #43)	
.01	Greet and seat guests	Basic
.02	Present and make suggestions from menu to guests	Basic
.03	Take in house and phone orders from guests	Basic
.04	Place and pick up orders to serve to guests	Basic
.05	Insure that order is prepared as ordered	Basic
.06	Serve orders to guests	Basic
.07	Replenish food and beverages	Basic
.08	Complete and present salescheck	Basic
.09	Process salescheck a. receive payment b. examine payment for counterfeit bills, bad checks and stolen credit cards	Basic
.10	Count change and issue receipt for payment a. credit card invoice b. salescheck receipt	Basic
.11	Acknowledge guest payment	Basic
3.00	Perform Sidework (Module #44)	
.01	Fold linen napkins	Basic
.02	Replenish condiments	Basic
.03	Replenish sundries	Basic
.04	Replenish food at serving site	Basic
.05	Place table covering on tables	Basic
.06	Arrange tables and chairs as per reservation	Basic
.07	Fill display cases/shelves	Basic
.08	Load vehicle to transport to serving site	Basic
.09	Review menus for daily specials and changes	Basic
.10	Review menus for coupons available to guests	Basic
.11	Advertise daily specials for cafeteria service	Basic
4.00	Perform Table Cleaning/Clearing Duties (Module #45)	
.01	Clean up spills on tables during service	Basic
.02	Replace soiled ashtrays during service	Basic
.03	Crumb tables during service	Basic
.04	Remove soiled dinnerware from tables during service	Basic
.05	Remove paper items from tables during service	Basic
.06	Remove condiments from tables during service	Basic
.07	Remove all tableware from tables	Basic
.08	Remove soiled linen/paper goods from tables	Basic
.09	Return food from buffet tables to kitchen	Basic
.10	Load service tray with soiled dishes	Basic
5.00	Serve Patients/Clients/Patrons (Module #46)	
.01	Store items for service in refrigeration unit or warmers	Basic

		Task Level
.02	Set-up serving lines	Special
.03	Prepare menu slips or tray cards	Special
.04	Place items on trays for general and modified diets	Special
	a. tray cover	
	b. tray card and/or appointments for special occasions	
	c. condiments	
	d. napkin	
	e. flatware	
	f. cup and saucer or beverage glass	
.05	Portion food and beverages	Special
.06	Check appearance and contents of tray	Special
.07	Place covered tray in/on conveyor or cart	Special
.08	Transport tray to serving area	Special
.09	Serve meal to patient/client/patron	Special
.10	Return soiled tableware to dishroom	Special

H. Management

1.00 Train And Motivate Employees (Module #47)

.01	Inform employees of house policies and procedures	Advanced
.02	Settle employee disputes	Advanced
.03	Advise employees on guest/patient complaints and behavior	Advanced

2.00 Plan Finances Of Operation (Module #48)

.01	Prepare cost control records	Advanced
	a. time cards - wages and pay	
	b. daily receipts - guest check and cash record	
	c. invoices, inventory sheets and purchase orders	
	d. financial reports	

3.00 Plan And Design Menus (Module #49)

.01	Identify factors that influence menu planning	Basic
.02	Identify menu requirements for different food service operations	Basic
.03	Plan and design menus that attract and sell	Basic

4.00 Conduct Labor Cost-Control Procedures (Module #50)

.01	Schedule employees	Advanced
.02	Calculate/verify/sign time records	Advanced
.03	Analyze operation layout and flow design for efficiency	Advanced

		Task Level
.04	Organize work areas based on principles of time and motion	Advanced
5.00	Conduct Food And Beverage Cost Control Procedures (Module #51)	
.01	Request food/beverage and/or supplies for work stations	Basic
.02	Store food/beverage and/or supplies	Basic
	a. establish security system	
	b. categorize dry items	
	c. categorize wet items	
	d. rotate products	
.03	Receive food/beverage and/or supplies	Basic
	a. compare/weigh/count incoming supplies/ items received against purchase specifications	
	b. accept food and/or supplies	
	c. reject food and/or supplies	
.04	Issue food/beverage and/or supplies for requisition	Advanced
	a. distribute supplies from requisition	
	b. establish par inventory system for recording	
.05	Inventory food/beverage and/or supplies	Advanced
	a. identify types of inventory	
	b. conduct physical inventory	
.06	Purchase food/beverage and/or supplies	Advanced
	a. determine use of convenience foods	
	b. determine food specifications	
	c. determine food needs	
	d. compile food order	
	e. order materials	
.07	Determine actual costs per servings of food/ beverage items	Advanced
.08	Determine menu prices of food/beverage items	Advanced
6.00	Direct Personnel Management Duties (Module #52)	
.01	Develop job descriptions, analyses, and specifications	Advanced
.02	Seek potential employees	Advanced
.03	Interview job candidates	Advanced
.04	Assess worker performance	Advanced

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FOR
FOOD SERVICE CURRICULUM PROJECT

FOOD SERVICE

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